

<u>Unit 1</u>		<u>Unit 2</u>	
Geography	At the farm What goes on 'Down on the farm?' Different types of farm and crops, seasons, comparing countryside to city.	History	The Great Fire of London Why did London burn? - Samuel Pepys Comparing cities then and now. Looking at the circumstances that led to the fire and timeline of events.
Science	Living in habitats Identifying global and local habitats and what lives in them. Understanding life processes and things necessary for life.	Science	Exploring everyday materials Investigating the properties of materials. How they can be identified and used.
Art	Collage. To cut, tear and overlap primary and complementary colours. To respond to the work of Henri Matisse, Bridget Riley and Kurt Schwitters.	Art	Drawing. Investigate different mark making on different surfaces. To work from imagination in response to a story character. To respond to the work Henri Matisse sketches.
Computing	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Computing	Creating media - Digital photography Capturing and changing digital photographs for different purposes.
PSHE	Relationships - VIPs – This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.	PSHE	Relationships – digital wellbeing In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.
Music	Pulse I can sing / play with good sense of pulse. I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing. I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc. I can respond to visual and aural cues.	RE	1.2 Who do Christians say made the world? Make sense of belief: Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Understand the impact: Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.
RE	1.6 Who are Muslims and how do they live? Part 2. Who are Muslims and how do they live? Make sense of belief: Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Understand the impact: Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action	Music	Voice Singing with accuracy using a variety of notes. I can follow and use performance instructions, including, starting, stopping, dynamics and tempo. I can recognise and demonstrate the link between pitch and shape using graphic notation
		DT	Christmas jumpers Develop skills to join and decorate fabric to create Christmas

Outdoor PE	<p>Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p>Throwing and catching Rolling, bouncing, throwing and catching, developing underarm and overarm techniques.</p>	Outdoor PE	<p>jumper Christmas cards. Evaluate different methods of joining. Decorate using a range of materials including embroidery thread, beads etc.</p> <p>Invasion games Develop passing and receiving skills throwing, kicking and trapping. Develop attacking and defending skills including dodging and marking.</p>
Indoor PE	<p>Gym – landscapes and cityscapes Shapes with their bodies, move weight onto hands, rolling, jumping, building sequences. Develop balance and co-ordination. Evaluate their own work.</p>	Indoor PE	<p>Dance - The Gunpowder Plot Use expressions, gestures or movements to communicate ideas and feelings. Follow a path, create a sequence. Create a dance motif, use a wider space to work in. Evaluate their own work.</p>
<u>Unit 3</u>		<u>Unit 4</u>	
Geography	<p>Let's go on Safari What is special about a safari? Comparing weather and landscape features of Kenya and the UK. Looking at different animals and related aspects such as tourism.</p>	Art	<p>Printing create positive and negative prints. To develop clay slab relief blocks for printing.</p>
Science	<p>Growth and survival Investigating what things plants and animals need to survive and thrive.</p>	History	<p>Florence Nightingale Why was Florence Nightingale famous? Thinking about what Florence Nightingale achieved and the impact she had on modern medicine.</p>
Art	<p>Painting – To investigate and use the elements of line, colour and space. Respond to the work of Wassily Kandinsky and Anthony Frost.</p>	Science	<p>Growing plants Investigating what things, a plant needs to grow healthily. Identifying and naming the parts of a plant.</p>
Computing	<p>Programming – robot algorithms Creating and debugging programs, and using logical reasoning to make predictions</p>	DT	<p>Vehicles Explore the moving parts of a wheeled vehicle and evaluate different ways of fabricating these. Use learnt skills to plan, create and evaluate a wheeled vehicle.</p>
PSHE	<p>Living in the wider world - Money matters In this unit, we will explore what money is and what forms it comes in. Children will discuss: coins and notes; debit cards; smart technology payments; contactless payments; online money transfers. We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.</p>	Computing	<p>Data and information – -Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.</p>
RE	<p>1.8 What makes places sacred to believers? Make sense of belief: Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Understand the impact: Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church,</p>	PSHE	<p>Living in the wider world – Diverse Britain This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss: communities; being good neighbours; looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.</p>
		Music	<p>Pitch I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. I can show my understanding of basic musical features.</p>

Music	<p>mosque or synagogue Talk about why some people like to belong to a sacred building or a community Make connections:</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p>Rhythm</p> <p>I am beginning to recognise rhythmic patterns found in speech. I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm. I can use graphic notation to record rhythms. I can offer comments about the work of others.</p>	RE	<p>1.8 How should we care for others and the world, and why does it matter?</p> <p>Make sense of belief:</p> <p>Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Understand the impact:</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world</p> <p>Make connections:</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>
Outdoor PE	<p>Attacking and Defending</p> <p>Developing on passing and receiving, control, spacial awareness and techniques such as dodging and marking.</p>	Outdoor PE	<p>Bat and Ball Games</p> <p>Develop and extend techniques using a tennis racket and cricket bat. Develop under arm and over arm throwing techniques.</p>
Indoor PE	<p>Circuit training</p> <p>Personal goals. Developing jumping and throwing skills. Selecting skills to complete a task. Repeat modelled techniques. Evaluate their own work.</p>	Indoor PE	<p>Dance – Plants</p> <p>Copy, repeat, combine and create movements in response to input. Create sequences and work with a partner in unison and cannon. Evaluate their own work.</p>
<u>Unit 5</u>		<u>Unit 6</u>	
Art	<p>Textiles investigate dip dye processes. Investigate processes of card wrapping</p>	History	<p>Seaside holidays</p> <p>What were seaside holidays like in the past?</p> <p>Looking at holiday destinations in the UK and identifying how they have changed over time. Comparing activities from a Victorian seaside holiday to those of a modern one.</p>
Geography	<p>My world and me</p> <p>What shapes my world?</p> <p>Comparing the UK to other countries, case study – Ecuador. Looking at differences and similarities in people, jobs, buildings, landscape and wildlife.</p>	Science	<p>Staying healthy How to stay healthy, exercise, diet, sleep. Learning about good and bad drugs.</p>
Science	<p>Super Scientists</p> <p>Looking at a variety of famous Scientists and their contributions to the world of Science and every day life.</p>	Art	<p>3D investigate and respond to aboriginal art. To use clay to develop skills of rolling, pinching, smoothing and pulling to decorate clay forms.</p>
DT	<p>Sandwiches</p> <p>Explore tastes, textures and flavours. Plan create and evaluate sandwiches</p>	Computing	<p>Programming animations Designing algorithms and programs that use events to trigger sequencers of code to make an interactive quiz.</p>
Computing	<p>Digital music</p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	PSHE	<p>Health and wellbeing - Growing up</p> <p>In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of</p>
PSHE	<p>Health and wellbeing – Think positive</p> <p>This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of: thoughts and feelings; ways to express emotions and cope with uncomfortable feelings; gratitude;</p>		

RE	<p>mindfulness.</p> <p>1.7 Who is Jewish and how do they live? Make sense of belief: Part 2 Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too</p>	Music	<p>families as well as how changes around us affect our emotions.</p> <p>20th Century Music I can identify and perform features of film music / modern Bhangra music / The Beatles music. I can create and practise a piece of music using features of different genres (using year 2 key skills and knowledge).</p>
Music	<p>Music technology To use technology to create, change and combine sounds. to recognise and use basic musical structure. To comment and respond to a variety of live and recorded music making statements and observations about musical structure.</p>	RE	<p>1.4 What is the good news Christians believe Jesus brings? Make sense of belief: Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Understand the impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Make connections: Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas</p>
Outdoor PE	<p>Sending and receiving – target games Developing control over power and direction. Improving control and coordination</p>	Outdoor PE	<p>Athletics - Animal Olympics Develop teamwork, resilience and courage within athletics. Develop running and jumping techniques including different take offs and safe landings.</p>
Indoor PE	<p>Gym – Under the sea Shapes with their bodies, move weight onto different body parts, rolling, jumping, building sequences. Develop balance and co-ordination. Evaluate their own work.</p>	Indoor PE	<p>Dance: Toys. Fast and slow, High and low, Light and heavy. Pretend to move with/be and object. Copy and repeat movements, roll in different ways. Evaluate their own work.</p>